



ANDREW JACKSON MIDDLE

6865 Kershaw Camden
Kershaw, SC 29067

Grades	6-8 Middle School	
Enrollment	493 Students	
Principal	Theodore F. Dutton	803-475-6021
Superintendent	Richard E. Moore	803-286-6972
Board Chair	Robert Parker	803-286-6972

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Good
2010	Average	Average
2009	Average	Average
2008	Below Average	Below Average
2007	Below Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

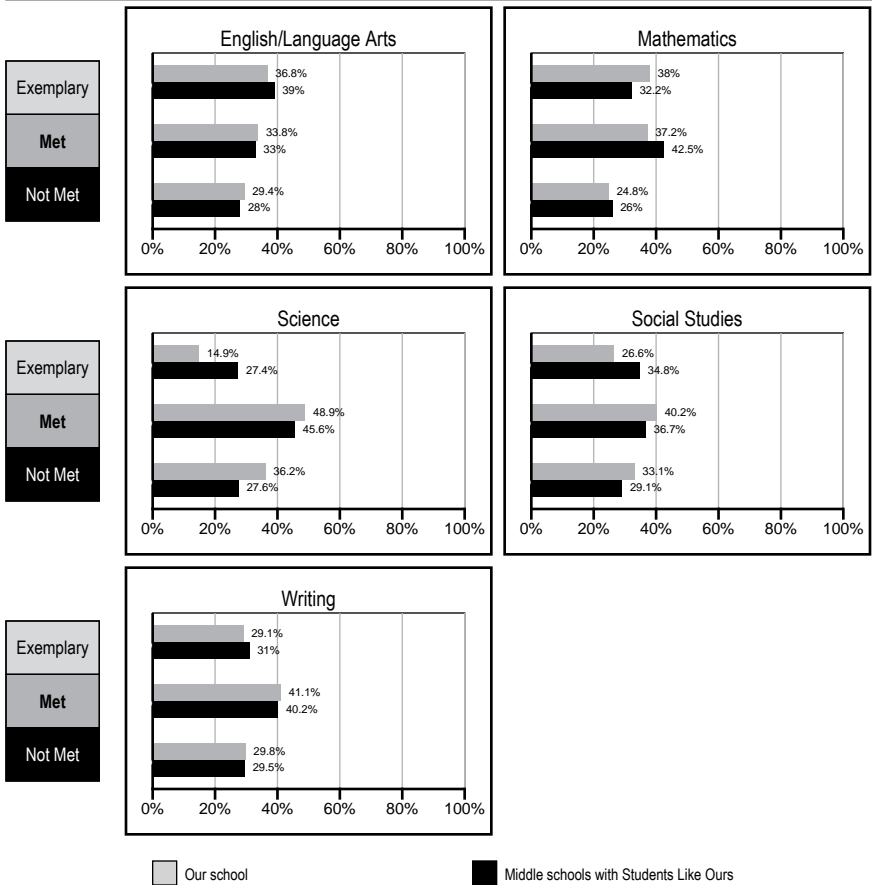
99%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	21	25	0	1

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	98.1%
English 1	N/A	92.6%
Biology 1/Applied Biology 2	N/A	N/A
Physical Science	N/A	31.7%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	96.0%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=493)				
Students enrolled in high school credit courses (grades 7 & 8)	35.0%	Down from 49.5%	30.8%	24.5%
Retention rate	0.0%	Down from 0.2%	0.6%	0.7%
Attendance rate	96.4%	Up from 96.1%	96.1%	95.9%
Served by gifted and talented program	19.2%	Down from 21.9%	21.0%	17.8%
With disabilities other than speech	9.5%	Down from 11.7%	9.1%	9.2%
Older than usual for grade	0.4%	Down from 1.3%	1.2%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.8%	Down from 2.3%	0.5%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=29)				
Teachers with advanced degrees	65.5%	Up from 63.3%	60.0%	60.0%
Continuing contract teachers	69.0%	Down from 73.3%	82.9%	82.6%
Teachers returning from previous year	81.0%	Down from 82.5%	85.8%	85.6%
Teacher attendance rate	96.9%	Up from 95.6%	95.5%	95.3%
Average teacher salary*	\$44,072	Down 5.8%	\$46,514	\$46,300
Professional development days/teacher	7.6 days	Down from 8.2 days	9.7 days	9.9 days
School				
Principal's years at school	11.0	Up from 10.0	4.0	4.0
Student-teacher ratio in core subjects	27.0 to 1	Up from 25.8 to 1	23.4 to 1	21.5 to 1
Prime instructional time	92.2%	Up from 90.3%	90.3%	90.1%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	99.4%	98.1%
Character development program	Average	No Change	Excellent	Good
Dollars spent per pupil**	\$6,593	Down 8.6%	\$7,287	\$7,634
Percent of expenditures for instruction**	64.4%	Down from 67.4%	64.4%	64.0%
Percent of expenditures for teacher salaries**	62.0%	Down from 63.3%	61.8%	61.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Andrew Jackson Middle School continued to move forward with academic success and school-wide improvements. Having missed making AYP by only one goal/performance area, we recognize the need to continue our efforts and have reason to celebrate our progress. We continue to evaluate all programs and practices for insight and growth with the hope that this will help us meet the elevated state standards for AYP in 2011 and forward. Our school and district initiative in streamlining programs and policies through professional learning communities and schools has created an atmosphere of coherence and determination at every level and function. Collectively we are putting children first as we strive to succeed for them and there future.

AJMS embraces the ideology of teaching and learning together in and through the Arts. Our students and staff continue to create and cultivate a community of learners and a climate of learning that is rich in family and service. Our signature programs in the arts reach many students and give the community and school a point of common interest that touches all facets of our daily lives. The Veteran's day program brought in nearly 100 county veterans to be honored by students performances directed at upholding veterans, their families, and their contributions to our freedom. Our Black History program did the same with respect to the diversity and unity in our school community.

Our goal at AJMS is to provide academic and arts-focused opportunities that align with our mission of creating life-long learners.

Butch Dutton, Principal
Tracie Scott, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	130	28
Percent satisfied with learning environment	96.2%	76.2%	92.9%
Percent satisfied with social and physical environment	92.3%	72.4%	92.9%
Percent satisfied with school-home relations	84.6%	82.5%	96.4%

* Only students at the highest middle school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 20 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	5.1%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.7%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.5%	0.0%	No
Student attendance rate	96.4%	94.0%**	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	502	99.2	29.1	34	36.9	81.2	81.8	82.4	Yes	Yes
Gender										
Male	242	98.8	33.6	30.9	35.4	78.5	77.9	78.7	N/A	N/A
Female	260	99.6	25.1	36.7	38.2	83.7	86	86.2	N/A	N/A
Racial/Ethnic Group										
White	392	99.2	23.7	34.9	41.4	85.5	86.3	88.9	Yes	Yes
African American	105	99.1	49.5	31.3	19.2	65.7	71.9	72.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93	93	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	79.4	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	95	83	I/S	I/S
Disability Status										
Disabled	59	96.6	71.7	26.4	1.9	52.8	48	48.1	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	78.6	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	252	98.4	41.5	37.6	21	71.2	74.5	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	502	99.2	24.5	37.3	38.2	82.7	83.1	81.9	Yes	Yes
Gender										
Male	242	98.8	26.5	39	34.5	78.9	80.2	79.9	N/A	N/A
Female	260	99.6	22.7	35.9	41.4	86.1	86.2	84.1	N/A	N/A
Racial/Ethnic Group										
White	392	99.2	18.8	36.6	44.6	87.4	88	88.9	Yes	Yes
African American	105	99.1	46.5	40.4	13.1	64.6	72.3	71.4	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	97.7	94.6	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	81.5	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90	84.4	I/S	I/S
Disability Status										
Disabled	59	96.6	67.9	28.3	3.8	39.6	45.5	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	81.7	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	252	98.8	37	40.9	22.2	73	76.2	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	344	98.6	35.4	49.5	15	64.6	64.4	68.6
Gender								
Male	173	97.7	34	51.3	14.7	66	65	68.3
Female	171	99.4	36.8	47.9	15.3	63.2	63.7	68.9
Racial/Ethnic Group								
White	267	98.1	30.1	52.2	17.7	69.9	72.5	80.7
African American	74	100	55.1	40.6	4.3	44.9	47.7	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	70	85.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	59	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	73.3	70.8
Disability Status								
Disabled	38	97.4	79.4	17.6	2.9	20.6	30.4	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	57.5	60.7
Socio-Economic Status								
Subsidized meals	170	97.1	50.7	41.9	7.4	49.3	52	57.3

Social Studies

All Students	338	99.4	32.9	40.4	26.7	67.1	68.8	72.5
Gender								
Male	161	99.4	28	35.3	36.7	72	68.4	72
Female	177	99.4	37.2	44.8	18	62.8	69.2	73.1
Racial/Ethnic Group								
White	270	99.3	28.1	42.2	29.7	71.9	73.1	81
African American	65	100	54	33.3	12.7	46	59.1	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	80	89
Hispanic	3	I/S	I/S	I/S	I/S	I/S	67	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.6	73.5
Disability Status								
Disabled	43	97.7	69.2	25.6	5.1	30.8	36.4	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	67.8	69.7
Socio-Economic Status								
Subsidized meals	166	98.8	42.9	39	18.2	57.1	59.4	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	145	100	29.8	41.1	29.1	70.2	71.7	73.2	96.4	96
Gender										
Male	70	100	39.7	38.2	22.1	60.3	64.4	67.2	96	95.8
Female	75	100	20.5	43.8	35.6	79.5	79	79.4	96.8	96.2
Racial/Ethnic Group										
White	115	100	25.9	43.8	30.4	74.1	77.9	81.5	96.3	95.8
African American	28	100	46.4	32.1	21.4	53.6	57.1	61.3	96.9	96.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	87	N/A	97.2
Hispanic	2	I/S	I/S	I/S	I/S	I/S	70.1	66.7	94.8	95.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	96.7
Disability Status										
Disabled	14	100	N/AV	N/AV	N/AV	7.7	24.5	26	94.8	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	N/A	N/A	N/A	N/A	68.9	65.7	96	96.3
Socio-Economic Status										
Subsidized meals	70	100	44.8	40.3	14.9	55.2	61	63.2	95.4	95.4

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	184	100	24.2	35.4	40.4	75.8
	7	145	100	27.7	32.8	39.4	72.3
	8	159	100	33.6	38.2	28.3	66.4
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	176	98.9	30.9	37.6	31.5	69.1
	7	181	98.9	27.2	29	43.8	72.8
	8	145	100	29.3	35.7	35	70.7
Mathematics							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	184	100	26.4	30.3	43.3	73.6
	7	145	100	22.6	40.9	36.5	77.4
	8	159	100	43.4	38.8	17.8	56.6
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	176	98.9	22.4	38.8	38.8	77.6
	7	181	99.5	21.8	31.2	47.1	78.2
	8	145	99.3	30.2	43.2	26.6	69.8
Science							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	92	85.9	N/A	N/A	N/A	47.4
	7	145	100	35	49.6	15.3	65
	8	80	100	42.9	50.6	6.5	57.1
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	90	95.6	49.4	48.1	2.5	50.6
	7	181	99.5	29.4	53.5	17.1	70.6
	8	73	100	34.3	41.4	24.3	65.7

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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Social Studies

2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	92	85.9	26.3	56.6	17.1	73.7
	7	145	100	27.7	47.4	24.8	72.3
	8	79	100	29.3	49.3	21.3	70.7
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	85	98.8	39	51.2	9.8	61
	7	181	99.5	28.8	35.3	35.9	71.2
	8	72	100	35.7	40	24.3	64.3

Writing

2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	184	98.4	20.2	37.1	42.7	79.8
	7	147	96.6	25.4	41.3	33.3	74.6
	8	160	96.9	28.1	45.1	26.8	71.9
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	145	100	29.8	41.1	29.1	70.2

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample